

7-2012

# Write Your Own Autobiography [6th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Write Your Own Autobiography

Grade Level: 6

Subject/Topic Area(s): Writing

Designed By: Jeanine Capitani

Time Frame: 14 days

### **Brief Summary of Unit** (Including curricular context and unit goals):

This is a unit meant to be done near the beginning of the school year after reviewing the writing process and discuss writing requirements for the year. Beginning with sharing the teacher's autobiography gives the students a background on their teacher and helps them identify with the teacher. Writing a personal autobiography will allow students to share parts of their lives with their peers and to gain a better understanding of their own history and their goals for the future.

## Write Your Own Autobiography

Stage 1 – Desired Results		
<p>Established Goals (e.g., standards)  <b>TEKS: 110.18. English Language Arts and Reading, Grade 6</b>            (b) Knowledge and skills.</p> <p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</p> <p>(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p> <p>(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.</p> <p>(21) Oral and Written Conventions/Spelling.</p>	<b>Transfer</b>	
	<i>Students will independently use their learning to...</i> <ul style="list-style-type: none"> <li>• Complete an autobiography.</li> </ul>	
	<b>Meaning</b>	
	<b>Understandings</b> <i>Students will understand that....</i> <ul style="list-style-type: none"> <li>• Our family and personal history shape who we are.</li> </ul>	<b>Essential Questions</b> <ul style="list-style-type: none"> <li>• Who are you and where do you come from?</li> <li>• How has your family influenced your life?</li> <li>• How does the past affect the future?</li> </ul>
	<b>Acquisition</b>	
	<b>Knowledge</b> <i>Students will know...</i> <ul style="list-style-type: none"> <li>• What an autobiography is and how to write their own.</li> <li>• How to use the writing process effectively: brainstorm, rough draft, edit, revise, finalize, and publish.</li> </ul>	<b>Skills</b> <i>Students will be able to...</i> <ul style="list-style-type: none"> <li>• Explain why an autobiography is important to understand a person's history.</li> <li>• Write effectively and with detail about their personal history.</li> </ul>

Stage 2 – Evidence		
CODE (M or T)	Evaluative Criteria (for rubric)	
	-Use of Descriptive Language - Sentence Fluency -Paragraph construction -Mechanics - Following directions & Use of Class Time	Performance Task(s) <i>Students will demonstrate meaning-making and transfer by...</i> <ul style="list-style-type: none"> <li>• Students will write an autobiography.</li> </ul> Other Evidence (e.g., formative) <ul style="list-style-type: none"> <li>• Students will complete worksheets as they progress through the unit that will comprise different sections of their autobiography. (Adapted from: <i>Create-an-Autobiography: 1995 Educational Impressions, Inc.</i>)</li> <li>• Bell Ringers</li> <li>• Exit Slips</li> </ul>
Stage 3 – Learning Plan		
CODE (A, M, T)	Pre-Assessment <i>How will you check students' prior knowledge, skill levels, and potential misconceptions?</i>	
	<b>Learning Activities</b> <ul style="list-style-type: none"> <li>• Begin with the EQ: "Who are you and where do you come from?"</li> <li>• Students will read and discuss the handout: "Autobiography Assignment"</li> <li>• Students will complete the "Parent Form" worksheet at home with their parents.</li> <li>• Students will complete the "Family" worksheet.</li> <li>• Students will complete the "Friends" worksheet.</li> <li>• Students will complete the "My Neighborhood" worksheet.</li> <li>• Students will complete the "Things I Like to Do" worksheet.</li> <li>• Students will complete the "Future" worksheets.</li> <li>• Students will answer the EQ: "How has your family influenced your life?"</li> <li>• Students will peer edit each other's work after each section using the peer review form.</li> <li>• Students will discuss the EQ: "How does the past affect the future?"</li> </ul>	Progress Monitoring (e.g., formative data)

### **Day 1**

- Begin by handing out Bell Ringer: Day 1 and having students answer the question: Who are you and where do you come from?
- Think-Pair-Share: When everyone is done, students pair up and discuss their answers (similarities/differences), then share as a class and discuss.
- Ask the question: What is an autobiography? Discuss as a class.
- Teacher should have a prepared autobiography and read it to the class (it should contain all of the requirements of the student autobiography).

### **Day 2**

- Show the class a few different examples of autobiographies and share small portions of them.
- Explain that we are going to be writing autobiographies.
- Hand out the worksheet "Autobiography Assignment" and discuss with students.
- Homework:** Students will take home the "Parent Form" worksheet and complete it with their parents to be turned in on Day 4. Explain that they also need to look for pictures that represent their life that they will need to bring in by Day 6.

### **Day 3**

- Bell Ringer: Day 3
- Think-Pair-Share: Ask the EQ: "How has your family influenced your life?"
- Students will complete a draft of the "Family" worksheet.
- When they finish, students will partner up with another student and peer review each other's work.
- Students will make corrections and put their ideas into paragraph form.
- Homework:** Students will finish the "Family" paragraph and come up with a title for it.

### **Day 4**

- Students will draft their introduction by using the information from the "Parent Form" and putting it into a paragraph.
- When they finish, students will partner up with another student and peer review each other's work.
- Students will make corrections to their work and create a title for it.
- Exit Slip: Day 4

### **Day 5**

- Students will complete a draft of the "Friends" worksheet.
- When they finish, students will partner up with another student and peer review each other's work.
- Students will make corrections and put their ideas into paragraph form.
- Exit Slip: Day 5
- Homework:** Students will finish the "Friends" paragraph and come up with a title for it. Bring in pictures tomorrow.

### **Day 6**

- Students will complete any unfinished work and have a chance to review their work with the teacher and get feedback. Make sure each of the sections has a title.
- Students who are done will draw pictures to go with the sections they have already written. Pictures must be relevant to their life and show specific people and/or events.
- Exit Slip: Day 6

### **Day 7**

- Bell Ringer: Day 7
- Students will complete a draft of the “My Neighborhood” worksheet.
- When they finish, students will partner up with another student and peer review each other’s work.
- Students will make corrections and put their ideas into paragraph form.
- Homework:** Students will finish the “My Neighborhood” paragraph and create a title for it.

### **Day 8**

- Students will complete a draft of the “Things I Like to Do” worksheet.
- When they finish, students will partner up with another student and discuss what similarities and differences they had. If they want to change anything after their discussion, they may do so.
- Students will fill in the “Things I Like to Do” chart and put their ideas into paragraph form.
- Exit Slip: Day 8
- Homework:** Students will finish the “Things I Like to Do” conclusion paragraph and create a title for it.

### **Day 9**

- Bell Ringer: Day 9
- Students will complete the “Future: Part 1” and the “Future: Part 2” worksheets.
- If they finish, students will partner up with another student and peer review each other’s work.
- Students will make corrections and put their ideas into paragraph form.
- Homework:** Students will finish the “Future” paragraphs and create one title for them. They should be written on the same page.

### **Day 10**

- Students will complete any unfinished work and will have an opportunity to consult with the teacher.
- Students will fill out the final rubric on their own work to see if they need to make any changes.
- Students will draw pictures to go with the new sections. Pictures must be relevant to their life and show specific people and/or events.
- Homework:** Complete any work or pictures.

### **Day 11**

- Students will begin putting their autobiographies together. Pass out the “Putting your autobiography together” form and discuss before students begin.
- Students will work independently.

### **Day 12**

- Finish putting autobiographies together.
- Exit Slip: Day 12

### **Day 13 – Day 14**

- Students will share their autobiographies with the class.
- When finished, discuss as a class the last EQ: How does the past affect the future? What does this mean?

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Autobiography Assignment**

What is an autobiography? An autobiography is the story of someone's life, written by that person.

We are going to be writing autobiographies in English class during the next few weeks. We are going to be doing a lot of writing in class and there will be homework assignments so you can ask your family to help you fill out some of the forms. You will also be required to bring in pictures that we will add to your final project.

Your job will be to first get information from your parents

Here are the different topics you will be writing about:

- 1) Birth Information
- 2) Family
- 3) Friends
- 4) My Neighborhood
- 5) My Hobbies
- 6) Goals for the Future

You will need to write in complete sentences using good, descriptive words. Remember to write in paragraph form and begin each section with a topic sentence. Don't forget to use transition words when introducing something new! Have fun with this project and really think about these different aspects of your life and why they are important to defining who you are.

Name \_\_\_\_\_

Date \_\_\_\_\_

## **Autobiography: Parent Form (Page 1)**

Dear Parents,

We are writing autobiographies in English class and your student needs your help! Please help them fill out the following worksheet to be turned in on Insert a date.

Also, to complete their autobiography, each student needs to bring in pictures that I will scan into the computer to add to their final project. (All pictures will be returned at the end of the assignment.) Please put the pictures in the envelope I am sending home with your students' name on it. Pictures are due on Insert a date.

Here is a starting idea for pictures, but feel free to include whatever you want:

-Baby picture	-Grandparents	-House/Bedroom	-Friends
- Family Picture	- Family vacation	-Family Pets	-Funny Pictures

If you have any questions, please feel free to contact me. Thank you very much for your support!

*-Insert Teacher Name and contact information*



## Autobiography: Parent Form (Page 2)

(Copyright FamilyHistoryProducts.com)

First Name \_\_\_\_\_

Middle Name \_\_\_\_\_

Last Name \_\_\_\_\_

I was born on \_\_\_\_\_ (date) in the town/city of \_\_\_\_\_

(location, including hospital if known).

I was born at \_\_\_\_\_ am / pm on a \_\_\_\_\_ (day of the week \*below).

My Birth Weight: \_\_\_\_\_ My Birth Length: \_\_\_\_\_

My father is (name) \_\_\_\_\_

My mother is (name) \_\_\_\_\_

Complications at birth?: \_\_\_\_\_

Had I been born the opposite sex, my parents were going to name me \_\_\_\_\_

My nationality is \_\_\_\_\_ and my ethnicity background is \_\_\_\_\_

I was born number \_\_\_\_\_ of \_\_\_\_\_ children.

I have \_\_\_\_\_ brother(s) & \_\_\_\_\_ sister(s) \_\_\_\_\_ step-brother(s) \_\_\_\_\_ step-sister(s)

My natural hair color is \_\_\_\_\_. My eyes are \_\_\_\_\_ in color.

\*To figure out the day of the week you were born on, go to this website:

<http://www.mathsisfun.com/games/dayofweek.html>

Name \_\_\_\_\_

Date \_\_\_\_\_

### Bell Ringer: Day 1

Answer the question using complete sentences. Take a minute to think about it before you begin to answer.

**Who are you and where do you come from?**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Bell Ringer: Day 3

Answer the question using complete sentences. Take a minute to think about it before you begin to answer.

**Write down 3 things you learned about your teacher after hearing their autobiography?**

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**What are 2 questions you have for your teacher?**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Bell Ringer: Day 7

Answer the question using complete sentences. Take a minute to think about it before you begin to answer.

**What do you like about your neighborhood?**

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**Who are your favorite people in your neighborhood?**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Bell Ringer: Day 9

Answer the question using complete sentences. Take a minute to think about it before you begin to answer.

**What is something you struggle with? (Does not have to involve school)**

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**What is a goal you have for this year? (school, sports, friends, at home...)**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Exit Slip: Day 4

**What have you learned about yourself? If you could change anything about yourself, what would it be?**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Exit Slip: Day 5

**List 3 ways your friends have influenced your life.**

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**Describe 2 things you value in your friends.**

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**What is 1 thing you wish you could do for a friend?**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Exit Slip: Day 6

**How have your family and friends shaped who you are? How would you be different without them?**

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Name \_\_\_\_\_

Date \_\_\_\_\_

### Exit Slip: Day 8

**What is an activity you don't think you will enjoy in 50 years? Explain why you think you won't enjoy doing it.**

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**What are some things that you and your classmate had in common?**

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Name \_\_\_\_\_ Date \_\_\_\_\_

Date \_\_\_\_\_

## Exit Slip: Day 12

**How has this assignment helped you understand your own personal history?**

[illegible]

Student Name \_\_\_\_\_

Final Grade \_\_\_\_\_

**Writing Grading Rubric**

<b>Category</b>	<b>4</b>	<b>3</b>	<b>2</b>
<b>Use of Descriptive Language</b>	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses words that communicate clearly, but occasionally the words are used inaccurately or seem overdone.	Writer uses a limited vocabulary that does not communicate strongly or captures the reader's interest.
<b>Sentence Fluency</b>	All sentences are well-constructed with varied lengths. They sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Most sentences are well-constructed but have a similar structure. Most sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	Sentences lack structure and appear incomplete or rambling. The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, transition phrases, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, transition phrases, explanations or details, and concluding sentence. Some were not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Mechanics</b>	No grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors	Many grammatical, spelling, or punctuation errors.
<b>Following Directions &amp; Use of Class Time</b>	Students followed all directions and included all of the required information. Student used time wisely and always got straight to work.	Students followed most of the directions and included most of the required information. Student mostly used time in class wisely, but needed reminders to stay focused.	Students did not follow all of the directions and are missing most of the required information. Student did not use time in class wisely and did not accomplish daily assignments.

Comments: \_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

## How To Put Your Autobiography Together

\*You will go onto the computer when the teacher calls you up. You will create a title page with your name on it and you will insert the your baby picture. If you had other pictures, they will be printed on a separate sheet of paper and you can add them to your autobiography wherever you want them.

- 1) Pick 2 sheets of the same color 12 x 18 construction paper. Fold your sheets in half carefully so that the edges match up. Place one sheet inside the other.
- 2) Take it to the front and your teacher will help you staple them together on the fold.
- 3) Leave the front page blank, as you will put your title page there.
- 4) The next page will be for your table of contents. You need to decide what order you want to put your final pieces in. This will be up to you. Fill out the **“Table of Contents”** page with the titles you created and then glue it in.
- 5) Put your final pieces in the correct order, and they will each be placed onto a different page. Look at your Table of Contents, so you don’t forget the order! Do NOT glue! Get together with a friend to make sure you have placed them correctly.
- 6) Glue your paragraphs onto the correct page.
- 7) You can cut out or simply glue your drawings onto the pages where they best fit. This is your creation, so you can make it look how you want it to look.
- 8) If you have other pictures sent from home, you can cut them out and figure out where to place them.



# *Table of Contents*

p. 3 \_\_\_\_\_

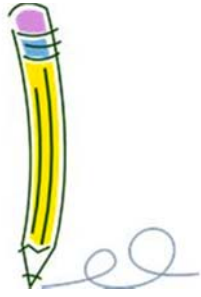
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p. 5 \_\_\_\_\_

p. 6 \_\_\_\_\_

p. 7 \_\_\_\_\_

p. 8 \_\_\_\_\_



Date \_\_\_\_\_

# Peer Review Form

Peer Reviewer Name \_\_\_\_\_

Writer's Name \_\_\_\_\_

2 Things I liked about this writing:

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2 Pieces of advice I have about this writing:

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2 Questions I have are:

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Suggestions for improvement:

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Name \_\_\_\_\_

Date \_\_\_\_\_



**A family is composed of people living together and functioning as a unit. In the space below, answer the questions to describe what your family looks like.**

Write a topic sentence introducing your family.

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How many brothers and/or sisters do you have? Describe them.

Sibling Name	Their age	What you like best about them

If you are an only child, do you wish you had a sibling? Explain why or why not.

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Describe your parents. What do they do for you that is special?

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Describe your grandparents. Do they live close to you? How often do you see them? What do you like about spending time with them?

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What other relatives do you see often? What are their names and how do you feel about spending time with them? If you have cousins, describe them.

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What else can you say about your family?

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Name \_\_\_\_\_

Date \_\_\_\_\_



What is your definition of a friend?

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Who are your friends?

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Why are they your friends? What special qualities do they have? How do they support you?

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Do you have any friends who are older or younger than you? How is your relationship with them different from friends your own age?

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Do you have any friends who are relatives? Describe your relationship.

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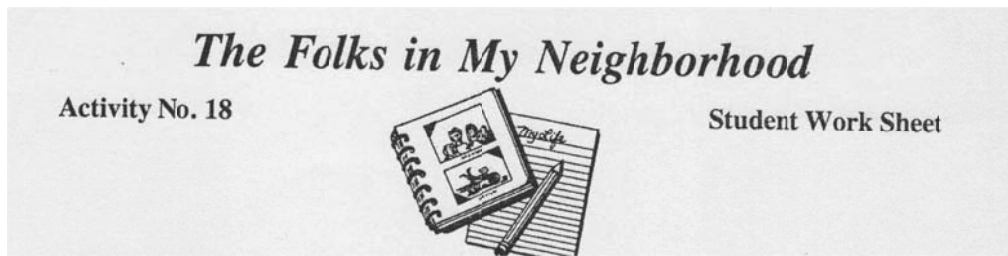
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Name \_\_\_\_\_

Date \_\_\_\_\_



**A neighborhood is composed of the people living near each other; often the neighborhood has distinguishing characteristics, or a “personality” that has developed over a period of time. In this activity you will describe your neighborhood and your place in it.**

Describe your neighborhood. How does it look? Include descriptions of the streets, landscapes, buildings, and views. What is something that makes your neighborhood unique?

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How long have you lived in your neighborhood? If you moved there, what was it like when you first moved in?

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How did you get to know your neighbors? Do your neighbors do anything together as a community? For example, do you have block parties?

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Who are your closest neighbors? Describe them. What is your relationship with them?

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What do you like about your home compared to others in your neighborhood? Would you rather live somewhere else?

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What do you like about your neighborhood?

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If you could change anything about your neighborhood, what would it be?

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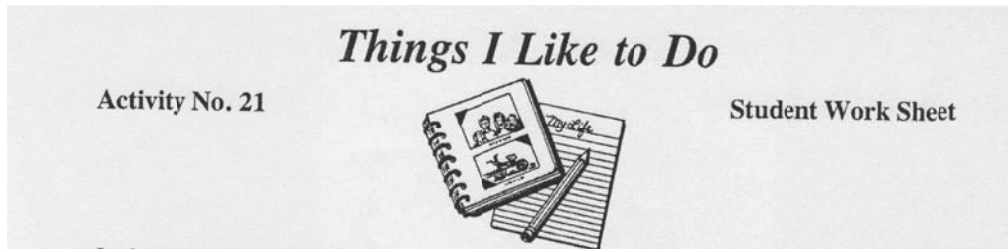
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Name \_\_\_\_\_

Date \_\_\_\_\_



**In the space below list fifteen things you enjoy doing now. Take a minute to think about the sports you play, the games you enjoy, and the different activities you do by yourself, with your family, and with your friends before you begin writing. Next, check the ten-year, thirty-year, and/or fifty-year columns if you think you will still enjoy those things ten, thirty, and/or fifty years from now.**

Things I Enjoy Now	Will I Still Like Them In...		
	10 Years	30 Years	50 Years

\*Once you have finished your peer review and written your paragraph, transfer this page to the final “Things I Like to Do” chart. Make sure everything is spelled correctly before you re-write it.



Why are some activities only appropriate for certain ages?

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What activities do you think you will do 50 years from now?

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What conclusions can you draw from the completed chart about your life?

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# *Things I Like to Do*

Things I Enjoy Now	Will I Still Like Them In...		
	10 Years	30 Years	50 Years

Name \_\_\_\_\_

Date \_\_\_\_\_

## Future: Part 1



**Everyone has goals that they set for themselves. Think about something that you want to improve in. Think about something you want to achieve. What are your goals for this year?**

Why is it important to have goals?

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What is an academic goal(s) that you have for yourself this year?

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What goal(s) do you have for yourself at home? This can be with your parents, your siblings, or even an activity that is only done at home.

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What extra-curricular goal(s) do you have for yourself this year? This can be any activity that you do outside of school.

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What are your goals with your friendships this year? Can you be a better friend? How could accomplish this?

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What other goals do you have for yourself this year?

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Future: Part 2

Activity No. 23



Student Work Sheet

**Imagine yourself in twenty years. Answer the following questions and really think about what goals you have for the future. Make sure to include good descriptions.**

What job would you like to have? Why?

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What kind of boss would you like to have?

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What would your dream spouse be like? Why?

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How many children would you like to have?

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[illegible]